



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 3

Test Date: March 2008
Code: 12541747
SAU: MSAD 60
School: Vivian E Hussey Primary

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2008

Grade: 3

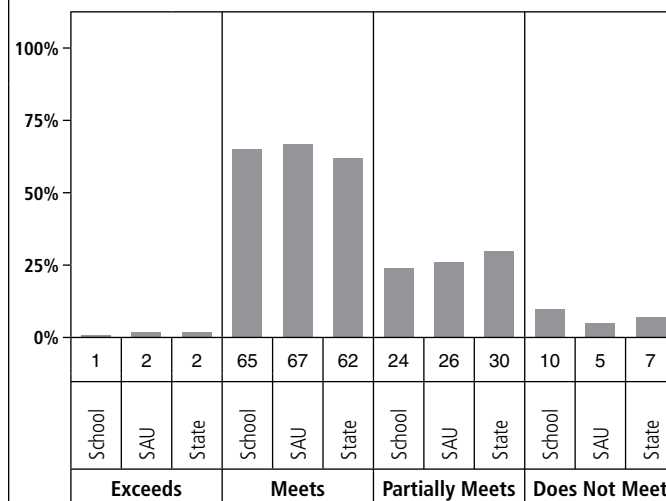
SAU: MSAD 60

School: Vivian E Hussey Primary

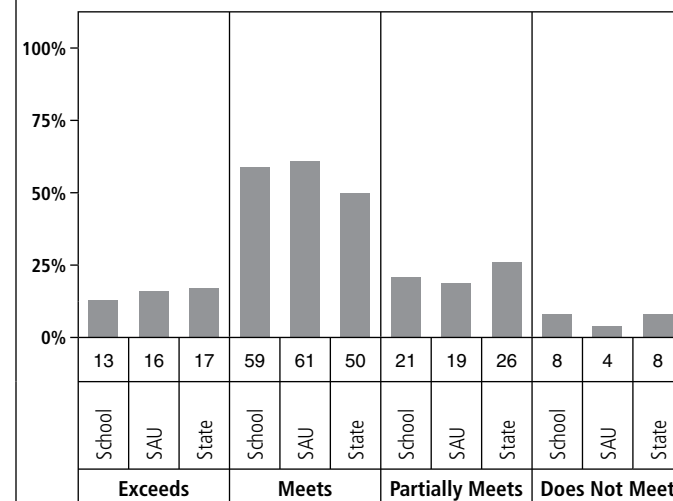
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	342	343	345
2006–2007	345	345	345
2007–2008	344	345	344
Cum. Avg. *	344	344	345
Mathematics			
2005–2006	345	345	344
2006–2007	347	349	347
2007–2008	348	351	347
Cum. Avg. *	347	348	346

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 3
 SAU: MSAD 60
 School: Vivian E Hussey Primary

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	81	100	195	100	13803	100	81	100	192	98	13714	99	81	100	192	98	13710	99												
Ethnicity African American/Black	1	1	3	2	399	3	1	100	3	100	391	98	1	100	3	100	392	98												
American Indian or Native Alaskan	0	0	0	0	116	1	0	0	0	0	114	99	0	0	0	0	114	99												
Asian or Pacific Islander	0	0	3	2	210	2	0	0	3	100	205	98	0	0	3	100	206	98												
Hispanic	0	0	2	1	162	1	0	0	2	100	158	98	0	0	2	100	159	98												
Caucasian/White	80	99	187	96	12916	94	80	100	184	98	12846	100	80	100	184	98	12839	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	19	23	44	23	2358	17	19	100	43	98	2333	99	19	100	43	98	2329	99												
Current LEP	1	1	3	2	371	3	1	100	3	100	357	96	1	100	3	100	361	98												
Economically disadvantaged	30	37	79	41	5584	40	30	100	76	96	5535	99	30	100	76	96	5530	99												
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100												

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	61	75	142	73	10650	77	61	75	142	73	10678	77												
Identified disability (PET/IEP)	6	10	7	5	475	4	6	10	7	5	479	4												
LEP	1	2	3	2	151	1	1	2	3	2	149	1												
504 plan	0	0	0	0	83	1	0	0	0	0	85	1												
Participation with accommodations	19	23	47	24	2936	21	19	23	47	24	2911	21												
Identified disability (PET/IEP)	12	63	33	70	1735	59	12	63	33	70	1729	59												
LEP	0	0	0	0	197	7	0	0	0	0	208	7												
504 plan	0	0	0	0	49	2	0	0	0	0	47	2												
Other	7	37	14	30	986	34	7	37	14	30	958	33												
Participation through alternate assessment (PAAP)	1	1	3	2	123	1	1	1	3	2	121	1												
Identified disability (PET/IEP)	1	100	3	100	123	100	1	100	3	100	121	100												
LEP	0	0	0	0	4	3	0	0	0	0	4	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	9	0	0	0	0	0	12	0												
Non-participation – other	0	0	3	2	80	1	0	0	3	2	81	1												

¹ Percents are the percentage of students enrolled in each participation category.

² Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³ Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 60
School: Vivian E Hussey Primary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 361–380)	2005-2006	0	0	3	2	352	3
	2006-2007	1	1	1	0	332	2
	2007-2008	1	1	3	2	227	2
	Cum. Total*	2	1	7	1	911	2
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 341–360)	2005-2006	36	53	116	58	8641	62
	2006-2007	65	75	143	68	8691	63
	2007-2008	52	65	126	67	8403	62
	Cum. Total*	153	65	385	64	25735	62
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 331–340)	2005-2006	27	40	61	31	3671	27
	2006-2007	18	21	52	25	3781	27
	2007-2008	19	24	50	26	4018	30
	Cum. Total*	64	27	163	27	11470	28
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 300–330)	2005-2006	5	7	19	10	1163	8
	2006-2007	3	3	14	7	1021	7
	2007-2008	8	10	10	5	938	7
	Cum. Total*	16	7	43	7	3122	8

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	46	100	27.4	59.6	28.7	62.4	27.6	60.0
Literary Text	23	50	14.3	62.2	14.8	64.3	14.1	61.3
Informational Text	23	50	13.0	56.5	13.9	60.4	13.5	58.7

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: MSAD 60

School: Vivian E Hussey Primary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	1	1	52	65	19	24	8	10	344	189	2	67	26	5	345	13586	2	62	30	7	344
Ethnicity																						
African American/Black	1										3						384	1	42	39	18	339
American Indian or Native Alaskan	0										0						113	2	50	42	5	343
Asian or Pacific Islander	0										3						203	1	60	31	8	344
Hispanic	0										2						158	1	52	36	11	342
Caucasian/White	79	1	1	51	65	19	24	8	10	344	181	2	66	27	6	345	12728	2	63	29	7	345
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	7	39	7	39	4	22	339	40	0	45	40	15	340	2210	0	32	48	20	338
No	62	1	2	45	73	12	19	4	6	345	149	2	72	23	3	347	11376	2	68	26	4	346
Current LEP																						
Yes	1										3						348	1	36	45	19	339
No	79	1	1	51	65	19	24	8	10	344	186	2	67	26	5	345	13238	2	63	29	7	344
Economically disadvantaged																						
Yes	29	0	0	16	55	5	17	8	28	340	73	0	60	26	14	343	5450	1	49	39	11	341
No	51	1	2	36	71	14	27	0	0	346	116	3	71	27	0	347	8136	2	71	23	4	346
Migrant																						
Yes	0										0						5	0	80	20	0	343
No	80	1	1	52	65	19	24	8	10	344	189	2	67	26	5	345	13581	2	62	30	7	344
Gender																						
Female	33	1	3	21	64	10	30	1	3	345	84	2	69	25	4	346	6567	3	65	27	5	345
Male	47	0	0	31	66	9	19	7	15	343	105	1	65	28	7	345	7019	1	59	32	8	343
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										6	0	67	17	17	342	2004	0	37	49	14	339
No	80	1	1	52	65	19	24	8	10	344	183	2	67	27	5	345	11582	2	66	26	6	345
Gifted/talented program																						
Yes	0										0						125	11	87	2	0	355
No	80	1	1	52	65	19	24	8	10	344	189	2	67	26	5	345	13461	2	62	30	7	344

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 60

School: Vivian E Hussey Primary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	0	0	2	67	333	3	0	40	20	40	337	6	0	43	39	18	340
B. less than one hour	79	1	2	41	65	17	27	4	6	344	81	1	69	25	4	345	79	2	65	28	5	345
C. one to two hours	16	0	0	9	69	2	15	2	15	345	15	4	62	27	8	345	12	2	60	31	7	344
D. more than two hours	1	0	0	1	100	0	0	0	0	342	1	0	50	50	0	341	3	0	32	44	24	338
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	25	0	0	14	70	3	15	3	15	344	25	2	68	23	7	346	29	3	62	28	7	345
B. They match some of what I have learned.	39	1	3	21	68	7	23	2	6	345	48	2	70	23	5	346	48	2	67	27	4	345
C. They match just a little of what I have learned.	18	0	0	10	71	2	14	2	14	342	14	0	72	20	8	344	15	1	56	34	9	343
D. There is no match.	19	0	0	7	47	7	47	1	7	343	13	0	45	50	5	343	8	0	44	40	16	340
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	45	1	3	28	78	6	17	1	3	347	38	3	77	18	2	347	42	3	67	24	6	346
B. good	39	0	0	22	71	8	26	1	3	345	47	1	67	29	2	345	46	1	62	32	5	344
C. fair	14	0	0	2	18	5	45	4	36	335	14	0	44	36	20	341	10	0	48	42	10	341
D. poor	3	0	0	0	0	0	0	2	100	324	1	0	0	0	100	324	2	0	30	43	28	336
How hard was the reading part of this test?																						
A. harder than my regular schoolwork	21	0	0	8	47	6	35	3	18	341	23	0	48	43	10	342	22	1	48	38	12	341
B. about the same as my regular schoolwork	50	1	3	29	73	7	18	3	8	345	55	3	74	19	4	346	57	2	68	26	4	346
C. easier than my regular schoolwork	29	0	0	15	65	6	26	2	9	344	22	0	69	26	5	345	21	1	61	30	8	344
How hard were the reading passages on this test?																						
A. Most of the passages were harder than what I normally read.	15	0	0	4	33	5	42	3	25	339	20	0	46	40	14	341	20	0	38	47	16	339
B. Most of the passages were about the same as what I normally read.	51	1	2	28	68	9	22	3	7	345	55	3	71	23	3	346	51	2	68	27	4	345
C. Most of the passages were easier than what I normally read.	34	0	0	20	74	5	19	2	7	345	25	0	75	20	5	346	29	3	69	23	6	346
How much time do you spend reading at home each day?																						
A. more than one hour	21	1	6	12	71	2	12	2	12	346	19	3	71	21	6	346	19	3	65	27	6	346
B. 20 minutes to an hour	50	0	0	27	68	9	23	4	10	344	54	1	69	24	5	345	47	2	68	25	5	346
C. less than 20 minutes	11	0	0	7	78	1	11	1	11	344	14	4	71	17	8	346	19	1	56	35	8	343
D. I rarely read at home.	18	0	0	6	43	7	50	1	7	341	13	0	45	50	5	342	14	0	47	40	12	341
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	44	0	0	22	63	10	29	3	9	342	31	0	57	35	7	342	28	1	56	33	9	343
B. six to ten pages	11	0	0	6	67	2	22	1	11	344	17	0	87	10	3	347	23	1	63	29	7	344
C. eleven or more pages	44	1	3	23	66	7	20	4	11	345	51	3	65	26	6	346	49	2	65	27	6	345
Optional school/SAU question																						
A.	50	0	0	1	50	1	50	0	0	345	44	0	50	50	0	346						
B.	25	0	0	0	0	1	100	0	0	340	33	0	0	100	0	339						
C.	25	0	0	0	0	0	0	1	100	330	22	0	0	50	50	335						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 3
SAU: MSAD 60
School: Vivian E Hussey Primary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 361–380)	2005-2006	3	4	17	9	1295	9
	2006-2007	10	11	31	15	1985	14
	2007-2008	10	13	31	16	2277	17
	Cum. Total*	23	10	79	13	5557	13
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 341–360)	2005-2006	40	59	111	56	6852	49
	2006-2007	47	54	120	57	6990	51
	2007-2008	47	59	116	61	6764	50
	Cum. Total*	134	57	347	58	20606	50
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 325–340)	2005-2006	21	31	54	27	4081	29
	2006-2007	27	31	49	23	3673	27
	2007-2008	17	21	35	19	3504	26
	Cum. Total*	65	28	138	23	11258	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 300–324)	2005-2006	4	6	17	9	1638	12
	2006-2007	3	3	10	5	1193	9
	2007-2008	6	8	7	4	1044	8
	Cum. Total*	13	6	34	6	3875	9

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	9.6	64.0	10.1	67.3	9.2	61.3
Cluster 2: Shape and Size	14	29	10.0	71.4	10.5	75.0	10.0	71.4
Cluster 3: Mathematical Decision Making	5	10	3.0	60.0	3.3	66.0	3.2	64.0
Cluster 4: Patterns	14	29	9.1	65.0	9.6	68.6	9.0	64.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008

Grade: 3

SAU: MSAD 60

School: Vivian E Hussey Primary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	80	10	13	47	59	17	21	6	8	348	189	16	61	19	4	351	13589	17	50	26	8	347
Ethnicity																						
African American/Black	1										3						390	10	30	32	28	337
American Indian or Native Alaskan	0										0						113	7	45	38	10	342
Asian or Pacific Islander	0										3						204	18	48	25	9	347
Hispanic	0										2						159	6	50	31	13	342
Caucasian/White	79	10	13	46	58	17	22	6	8	348	181	16	61	19	4	351	12723	17	50	25	7	348
Not Reported	0										0						0					
Identified disability																						
Yes	18	2	11	7	39	7	39	2	11	342	40	10	45	38	8	344	2208	6	35	37	21	338
No	62	8	13	40	65	10	16	4	6	349	149	18	66	13	3	352	11381	19	53	24	5	349
Current LEP																						
Yes	1										3						357	8	29	37	26	336
No	79	10	13	46	58	17	22	6	8	348	186	17	61	19	4	351	13232	17	50	25	7	348
Economically disadvantaged																						
Yes	29	5	17	12	41	7	24	5	17	344	73	12	52	27	8	347	5452	9	45	33	12	343
No	51	5	10	35	69	10	20	1	2	349	116	19	67	13	1	353	8137	22	53	21	4	350
Migrant																						
Yes	0										0						5	0	40	40	20	337
No	80	10	13	47	59	17	21	6	8	348	189	16	61	19	4	351	13584	17	50	26	8	347
Gender																						
Female	33	3	9	17	52	10	30	3	9	347	84	8	63	24	5	349	6565	15	49	27	8	347
Male	47	7	15	30	64	7	15	3	6	348	105	23	60	14	3	352	7024	18	50	24	7	348
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										6	0	50	50	0	345	2004	5	39	41	15	339
No	80	10	13	47	59	17	21	6	8	348	183	17	62	17	4	351	11585	19	52	23	6	349
Gifted/talented program																						
Yes	0										0						125	70	30	0	0	366
No	80	10	13	47	59	17	21	6	8	348	189	16	61	19	4	351	13464	16	50	26	8	347

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008

Grade: 3

SAU: MSAD 60

School: Vivian E Hussey Primary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	1	33	0	0	2	67	333	3	0	40	20	40	336	6	9	40	33	18	340
B. less than one hour	79	9	14	38	60	13	21	3	5	348	81	18	61	18	3	351	79	18	52	24	6	348
C. one to two hours	16	1	8	7	54	4	31	1	8	348	15	8	65	23	4	349	12	16	48	27	8	347
D. more than two hours	1	0	0	1	100	0	0	0	0	344	1	0	100	0	0	345	3	7	26	37	29	335
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	5	21	15	63	3	13	1	4	352	32	25	66	7	2	355	37	22	50	22	6	350
B. They match some of what I have learned.	39	4	13	21	68	6	19	0	0	350	46	14	69	18	0	351	46	16	53	25	6	348
C. They match just a little of what I have learned.	18	1	7	6	43	4	29	3	21	341	12	10	38	38	14	342	12	9	44	36	11	342
D. There is no match.	14	0	0	5	45	4	36	2	18	340	10	6	41	35	18	342	5	5	32	36	27	336
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	37	5	17	19	66	3	10	2	7	350	28	21	68	6	4	354	39	25	48	20	7	350
B. good	48	5	13	22	58	9	24	2	5	349	52	15	60	23	2	350	46	14	52	27	7	347
C. fair	14	0	0	6	55	3	27	2	18	340	18	7	63	20	10	347	12	8	49	35	9	343
D. poor	1	0	0	0	0	1	100	0	0	332	2	0	33	67	0	339	3	2	34	36	29	335
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	13	1	10	4	40	4	40	1	10	342	15	11	52	30	7	346	17	7	41	35	17	340
B. about the same as my regular schoolwork	60	5	10	32	67	9	19	2	4	349	65	15	66	17	2	352	59	18	53	24	5	349
C. easier than my regular schoolwork	28	4	18	11	50	4	18	3	14	347	20	23	54	14	9	350	25	21	49	23	8	349
How often do you use hands-on materials in mathematics class?																						
A. almost every day	29	3	13	15	65	2	9	3	13	348	32	11	57	25	7	347	32	13	47	30	10	345
B. two or three days a week	35	4	14	15	54	8	29	1	4	348	36	21	63	14	2	352	30	20	52	23	5	349
C. two or three times each month	20	2	13	12	75	1	6	1	6	352	17	21	72	3	3	355	19	20	53	21	6	350
D. never or almost never	16	1	8	5	38	6	46	1	8	342	14	12	52	32	4	348	18	16	50	27	8	347
How often do you use calculators in mathematics class?																						
A. almost every day	16	0	0	6	46	4	31	3	23	338	13	0	55	32	14	342	7	5	34	40	20	338
B. two or three days a week	24	4	21	7	37	7	37	1	5	348	26	16	53	29	2	349	18	15	50	27	8	346
C. two or three times each month	31	3	12	18	72	4	16	0	0	351	32	20	70	11	0	354	28	21	53	21	4	350
D. never or almost never	29	3	13	16	70	2	9	2	9	349	30	19	63	12	6	352	47	17	50	25	7	347
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	15	2	17	7	58	3	25	0	0	351	15	12	54	35	0	349	16	8	42	36	13	342
B. 30–45 minutes	35	3	11	21	75	4	14	0	0	350	31	7	81	11	0	351	30	14	53	26	7	347
C. 45–60 minutes	35	4	14	13	46	6	21	5	18	345	31	22	54	13	11	350	32	22	51	22	5	350
D. more than 60 minutes	14	1	9	5	45	4	36	1	9	344	23	23	50	25	3	351	22	20	49	23	7	349
Optional school/SAU question																						
A.	50	1	50	0	0	1	50	0	0	350	44	25	50	25	0	351						
B.	25	0	0	1	100	0	0	0	0	350	33	0	100	0	0	346						
C.	25	0	0	0	0	1	100	0	0	332	22	0	50	50	0	342						
D.	0										0											

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